 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Lydia Kinney **Date of Lesson:** Two

**Grade Level:** 9 **Topic:** Narrative Writing

**Objectives**

**Student will understand that** organizing their thoughts and ideas in a logistical sequence will enable them to develop successful narratives.

**Student will know** writing strategies.

**Student will be able to** make sense of their own thoughts and ideas to others.

**Maine Learning Results Alignment**

**Maine Learning Results: English Language Arts B Writing  
B2 Narrative  
Grades 9-Diploma  
Students embed narrative writing in a written text when appropriate to the audience and purposes.**  
a. Use diction, syntax, and tone to create a distinctive voice.  
b. Organize idea in a logical sequence with effective transitions.

**Rationale:** This lesson provides students with new vocabulary and organizational tools that will help them become stronger writers.

**Assessment**

**Formative (Assessment for Learning)**

Students will have completed KWL charts previously that I will use as a formative assessment.

**Summative (Assessment of Learning)**

Students will complete a checklist of the components of the story map as a summative assessment.

**Integration**

Technology: Students will use their team blogs as a data base to enrich their writing

**Groupings**

Students will use a "team-pair-solo" activity to work on their story maps. Students will group into their teams and explore the story map. Students will then break into pairs and share ideas. After this students will work on their own to complete their story maps.

**Differentiated Instruction**

**Strategies**

**Logical**- This activity enables students to organize their ideas in a logistical sequence.  
 **Linguistic**- Students are able to write down their ideas using the story maps.  
 I**nterpersonal-** Students work in groups/ pairs during the "team-pair-solo" activity.  
 **Intrapersonal**- Students have time to develop their story on their own before sharing and after

sharing.  
 **Kinesthetic**- Students will be moving between groups during the entire class.  
 **Spatial-** Students will have the story map to visually organize their story.

**Modifications/Accommodations**

***I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.***  
  
***Absent Students***  
If students are absent (excused or unexcused) they are responsible for seeing me before the next class to get the assignments. They will need to meet with at least one team member to work on their story map.

**Extensions**

Students will use their blogs as a resource (Type I Technology). Students will also be able to modify their blogs as they work (Type II Technology).

**Materials, Resources and Technology**

Groups Assigned  
Computers (wireless internet)  
Graphic Organizers

**Source for Lesson Plan and Research**

Blogs- Blogger.com  
Graphic Organizer- <http://www.eduplace.com/graphicorganizer/>  
Group Activity- <http://edtech.kennesaw.edu/intech/cooperativelearning.htm#activities>

YouTube.com- <http://glory.gc.maricopa.edu/~mdesoto/101online_new/assignment3writing.htm>

**Maine Standards for Initial Teacher Certification and Rationale**

***Standard 3 - Demonstrates a knowledge of the diverse ways in which students learn and develop by providing learning opportunities that support their intellectual, physical, emotional, social, and cultural development.***

**Rationale**:

This lesson meets the Maine Standards for Initial Teacher Certification by allowing students to work alone and in groups. Also by providing a safe and friendly environment for students to learn and share.

***• Standard 4 - Plans instruction based upon knowledge of subject matter, students, curriculum goals, and learning and development theory.***

**Rationale**: The curriculum goal is based off of this MLR for English Language Arts.  
b. Organize ideas in a logical sequence with effective transitions.  
  
Students will work in a team. They will then work as pairs and then they will work alone. This activity will allow students to receive several types of feedback and it will also cater to many different learning types.

***• Standard 5 - Understands and uses a variety of instructional strategies and appropriate technology to meet students’ needs.***

**Rationale**:

This lesson meets the Maine Standards for Initial Teacher Certification because it encompasses several multiple intelligences such as **logical** this activity enables students to organize their ideas in a logistical sequence. **Linguistic** students are able to write down their ideas. **Interpersonal** students work in groups/ pairs. **Intrapersonal** student have time to develop their story on their own before sharing and after sharing. **Kinesthetic** students will be moving between groups during the entire class. **Spatial** students will have the story map to visually organize their story.

***• Standard 8 - Understands and uses a variety of formal and informal assessment strategies to evaluate and support the development of the learner.***

**Rationale**:

This lesson meets the Maine Standards for Initial Teacher Certification by assessing students formatively using a KWL chart. Student’s class work will be observed but not graded also as a formative assessment. A check list will be used as a summative assessment of student’s final story maps.

**Teaching and Learning Sequence:**

Students will come into class and sit in their teams. Teams will be decided by the color index card they are given when they come through the door.

Agenda

Groups – Colored/Numbered Cards

Story Maps

Checklist

New Definitions

Blogs

In this lesson students will begin to discover that organizing their thoughts and ideas in a logistical sequence will enable them to develop successful narratives. The real life connection for this lesson is that creating narratives that your audience can follow will enable your audience to better understand your message. Students will also learn to embed narrative writing in a written text when appropriate to the audience and purposes. When students are seated I will have them go to a website (<http://glory.gc.maricopa.edu/~mdesoto/101online_new/assignment3writing.htm>) and read the suggestions. We will then discuss as a class what aspect of the website are good, bad, or could be altered. (15 minutes)

**Where, Why, What, Hook, Tailor: Visual, Verbal, Kinesthetic, Interpersonal**

Students will be seeing terms that they have not used before on the story maps that I will hand out (see attached). When I give them blank story maps I will ask them each to find one term that they have not used before and to use their computers to define it. I will then instruct students to post it on their team blog that was created in the previous lesson. Students may also use their blogs as a resource for information. (25 minutes)

**Equip, Explore, Rethink, Tailor: Logical, Verbal, Kinesthetic, Intrapersonal**

Students will discuss what they would like to do with their individual story maps with the teams that were assigned at the beginning of class. Then students will group into pairs. Student will pair with another student by looking at their colored index card. This card will also have a number on it. Students will pair up with another student who has the same number on their card. In pairs students will use what they discussed with the larger teams to begin filling out their story maps. Students will use their partner to explore ideas and get feedback from during this process. Students will then take a seat on their own to finish their story maps. Homework for this lesson will be to use a blank story map and make a final draft of the map that they completed in class. (40 minutes)

**Explore, Experience, Rethink, Revise, Refine, Tailors: Interpersonal, Intrapersonal, Verbal, Visual, Linguistic, Naturalistic**

This assignment will be evaluated using a checklist. Students will fill out their half of the check list to make sure that they have everything and then I will fill out the teacher’s side to ensure that they have everything completed. (see attached)

**Evaluate, Tailors: Logical, Verbal, Visual, Intrapersonal**

**Reflection:**